SHARING SESSION STRATEGY:THE ABILITY OF DIGITAL LITERACY

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Abstract: The research objective is to develop digital literacy skills for students in elementary schools using the Sharing Session strategy. To support this research, we used an experimental method with a One-group pretest-posttest design and a questionnaire developed from digital literacy indicators. The results of this study indicate that the Sharing Session strategy in developing students' digital literacy skills is significant both procedurally and conceptually. Interactive discussion in sharing sharing session strategies can strengthen students' understanding of how to use smart internet. This is an implication of digital literacy. The conclusion of this study is that the Sharing Session strategy is proven to develop digital literacy skills so that digital literacy skills become an important capital to understand the use of information and communication technology wisely and wisely in the midst of the rise of Hoak information that can threaten national and state unity, although there are differences in conceptual digital literacy skills and there is no difference in students' procedural digital literacy skills in elementary schools

Keywords: Sharing Session Strategy, Digital Literacy

1. Introduction

literacy ability is an ability that must be possessed by every student. literacy skills are not only limited to reading and writing, along with the advancement of science added to the increasingly rapid development of the times, the meaning of literacy also develops but is still related to reading and writing. At this time the word literacy is related to other words, such as information literacy, media literacy, computer literacy, and subject literacy. Each term basically has in common, namely the importance of the ability to read and write. In addition, the learning process often also hears the meaning of multiliteration learning that integrates four language skills (Rahman, 2018). Furthermore, the latest meaning of literacy is critical thinking, being able to calculate, solve problems, how to achieve goals, develop one's knowledge and potential.21st century learning skills require the ability to use technology as information. Mastery of information and communication technology is crucial to be able to survive and compete (Rahman, 2018). The prominent role that technology plays as an information center in life at home and in the classroom demands careful attention to its relationship with the acquisition of student knowledge and learning outcomes. Information literacy and critical thinking skills are two important parts of twenty-first century skills (Gut, 2011). One of the challenges faced by students who try to understand information from technology is the amount of information, and the many ways that information is presented, both as text, consisting of several prints, images, videos, and interactive simulations, all used to communicate and inform, with effects after cognition Collins & Halverson (In Greene, et al. 2013).

Judging from the demands of the 21st century, there must be an awareness that information literacy is very important in the world of education amidst the flow of communication and information is growing rapidly. This will work well when literacy ability is embedded in the child. In general, information literacy is defined as information literacy or literacy, in other words, information literacy is a lack of information (Pattah, 2014). If this awareness has grown and is rooted in the world of education, the orientation of student-centered education will be achieved, while the teacher is only a facilitator. In line with the implementation of the 2013 curriculum through a scientific approach where the learning process is designed in such a way that students actively construct concepts, laws or principles through observing stages (to identify or find problems), formulate problems, propose or formulate hypotheses, collect data with various techniques, analyzing data, drawing conclusions and communicating concepts, laws or principles found (Machin, 2014)

From the results of the research presented earlier, there are several problems, namely the absence of a research focus that builds the ability in students to use information and communication technology as well as possible. These capabilities are digital literacy skills. Bawden (in the Ministry of Education and Culture, 2017) explained that digital literacy is a combination of computer literacy and information literacy, so that more is associated with technical skills in accessing, assembling, understanding, and disseminating information. While Calvani, et al. (2008) define “Digital Literacy has been defined as an umbrella framework for a number of complex and integrated sub-disciplines – or “literacies” – comprised of skill, knowledge, ethics and creative outputs in the digital network environment”. More fully the Ministry of Education and Culture (2017) defines digital literacy as knowledge and skills to use digital media, communication tools, or networks in finding, evaluating, using, making information, and using it in a healthy, wise, intelligent, accurate, precise and compliant manner law in order to foster communication and interaction in daily life. Digital literacy is believed to be a necessity for every society, especially intelligent students in its use. Rahman (2018) explained that Digital literacy skills are a necessity for society today because technological advances that are not matched by intelligence in their use can have a negative impact on human civilization.

Based on the background and to test the theory of literary skills, researchers feel challenged to do research with the title "Sharing Session Strategy: Digital Literacy Ability in Primary Schools"

2. Literature Review

2.1 Sharing Session Strategy

To build digital literacy skills for students, many strategies and innovations can be done. Ministry of Education and Culture (2017) revealed that one of the important factors in building digital literacy skills, especially in schools, is by increasing public involvement. The point is that various elements of society who are experts in the field of digital technology must be presented in

school and provide a direct understanding of building digital liability capabilities. This activity is also called the Sharing Session strategy.

Sharing sessions (Kemendikbud, 2017) can be carried out by inviting experts to share how they apply digital technology in their professions and daily life. This expert is certainly clear from the origin and track record, namely experts in the field of information and communication technology. Furthermore, the involvement of experts, practitioners and professionals in the field of information and communication technology in a personal or institutional manner related to the world of technology information and communication in schools can improve the digital literacy of school citizens. Of course the expert also transmits digital literacy through a variety of fun activities, such as inspirational classes and sharing classes (Kemendikbud, 2017). Materials shared by experts, practitioners, and professionals can be tailored to the needs of school residents.

2.2 Digital Literacy

One of the demands of the 21st century that students must possess in order to understand technology is to provide digital literacy skills to each student. Calvani, et al. (2008) define "Digital Literacy has been defined as an umbrella framework for a number of complex and integrated sub-disciplines – or "literacies" – comprised of skill, knowledge, ethics and creative outputs in the digital network environment". One of the demands of the 21st century that students must possess in order to understand technology is to provide digital literacy skills to each student. Calvani, et al. (2008) defines further Bawden (in Kemendikbud, 2017) explains that digital titre is a combination of computer literacy and information literacy, so that it is more associated with technical skills in accessing, assembling, understanding, and disseminating information. In line with the above statement, the Ministry of Education and Culture (2017) defines digital literacy as knowledge and skills to use digital media, communication tools, or networks in finding, evaluating, using, making information, and using it in a healthy, wise, intelligent, accurate, precise and law-abiding in order to foster communication and interaction in daily life. This ability is very important to remain in existence in the 21st century. To live and live in the 21st century it is very important to be literate in digital technology. In addition, there are important things about digital literacy, namely digital literacy will create a conducive atmosphere and social order that has a critical-creative mindset and outlook (Kemendikbud, 2017).

3. Material & Methodology

The method used in this study was an experiment with the One-group pretest-posttest design. The pattern of One-group pretest-posttest (Sugiyono 2014: 111) is as follows:

O1 X O2

Information:
O1: Pre-test value (before treatment)

X: Treatment given (independent variable)

O2: Post-test value (after treatment)

This design uses one group, so it does not require a control group. Besides this design there is a pre-test, before being given treatment and post-test after being treated. So that the results of the treatment can be known more accurately. The treatment in the experimental class was the application of Sharing Session Strategy.

The population in this study was the fifth grade of Singkawang Utara Elementary School 11 in total. The sample in this study was the experimental class V which amounted to 25 people, consisting of 12 men and 13 women. Determination of classes conducted by random selection research through drawing.

Instruments in the form of questionnaires developed from digital literacy instruments. The instrument refers to the two main domains proposed by Vélez, et al. (2017) namely the conceptual domain and procedural domain and are oriented towards the ability of students to analyze students. There were 18 question items which included questions about conceptual digital literacy level (10

items) and procedural digital literacy level (8 items). Each item has a dichotomous response (yes / no) with a positive question getting a score of 2 and a negative question getting a score of 1.

To analyze whether there is an effect of the application of Sharing Session Strategy on the ability of Students in Elementary Schools using the t test with the polled variance formula (Sugiyono 2014: 138) To analyze whether there is an effect of the application of Sharing Session Strategy on the ability of Students in Elementary Schools using the t test with the polled variance formula (Sugiyono 2014: 138)

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\left(\frac{n_1 - n_2)s_1{}^2 + (n_2 - 1)s_2{}^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

4. Results and Discussion

a. Results

Based on the results of research conducted using a one-group pretest-posttest design obtained by the value of digital literacy abilities. This digital literacy ability is carried out on two indicators, namely conceptual digital literacy and digital procedural literacy, Velev, et al. (2017) explain in his research journal. To more clearly display the average digital literacy average, can be seen in the table below.

Table 1. Pretest-Posttest Ability of Conceptual Digital Literacy

Digital Literacy Conceptual	Average Value	Presentase
Pretest	15.6	78%
Posttest	17.75	87.50%

Based on the table above, you can see the average pretest and posttest values of conceptual digital literacy skills. On the conceptual digital literacy indicator, the maximum score is 20. The pretest score of students' conceptual digital literacy skills is 15.6. While at posttest, students got a score of 17.75. From this value we can understand that there is an increase of 2.1 (N-Gain). This shows that the sharing session strategy has proven to significantly increase students' digital conceptual liters. However, statistically, the value of N Gain can be meaningless. So to see more clearly, there must be differences. So that to see more clearly the differences, we can see through one sample t-test with the help of SPSS program. The following are the results of the analysis.

Table 2. Table of Conceptual Mann-Whitney Digital Literacy Tests

Null Hypothesis	Test	Sig.	Decision
The distribution of SKOR_KONSEPTUAL is the same across pretest and posttest	Onet-Samples Mann-Whitney U Test	.000[1]	Reject the null hypothesis

Based on the table above, it can be seen that the significance value is 0,000. If using alpha 0.05, the value of one-sample t test is smaller. Thus, it can be concluded that there is a difference between pretest and posttest conceptual digital literacy ability (0,000 <0,05). This significant difference indicates that the value of N-Gain can be said to be a significant increase value. So it is clear that the shareing session strategy can improve digital literacy, especially in conceptual indicators.

The same thing is shown in the procedural digital liteation score. On procedural digital literacy indicators, posttest scores are higher than pretest scores. However, the pretest score on procedural digital literacy has entered the high category. For more details, it can be seen in the distribution table of procedural digtal literacy scores below.

Table 3. Pretest-Postest Conceptual Digital Literacy Ability

Digital Literacy Conceptual	Average Value	Presentase
Pretest	13.85	86.56%
Posttest	14.3	89.38%

With a maximum value of 16, information can be obtained that the mean value of procedural digital literacy pretest is 13.85 with a percentage of 86.56%. while on procedural digital literacy posttest scores showed a score of 14.3 with a percentage of 89.38%. this shows that there is an increase, which is equal to 0.45 (N-Gain). This positive result must certainly be proven statistically, namely through the one sample t-test (Mann-Whitney) test with SPSS assistance. Here are the results.

Table 4. Table of Procedural Mann-Whitney Digital Literacy Tests

Null Hypothesis	Test	Sig.	Decision
The distribution of SKOR_PROSEDURAL is the same across categories of Pretest and Posttest	One-Samples Mann-Whitney U Test	.102[1]	Retain the null hypothesis

Based on Table 4 regarding the results of Mann-Whitney test processing procedural digital literacy capabilities with the help of SPSS 24.0 for Windows, it can be seen that the significance level is 0.102. Thus, it can be concluded that there is no significant difference between the pretest scores of procedural digital literacy skills and the posttest score of digital literacy skills because the value of the significance level is more than 0.05, which is 0.102 (0.102> 0.05). This is proof that N-Gain of 0.45 does not make the pretest and posttest values of procedural digital literacy. However, the procedural digital literacy scores both pretest and posttest are in the high category. This explains that the sharing session strategy has proven effective in increasing digital literacy in the high category.

Embraced with the results of the above analysis, to see more clearly the differences in conceptual and procedural digital literacy skills scores, and the score-summary recapitulation presented on the bar graph.

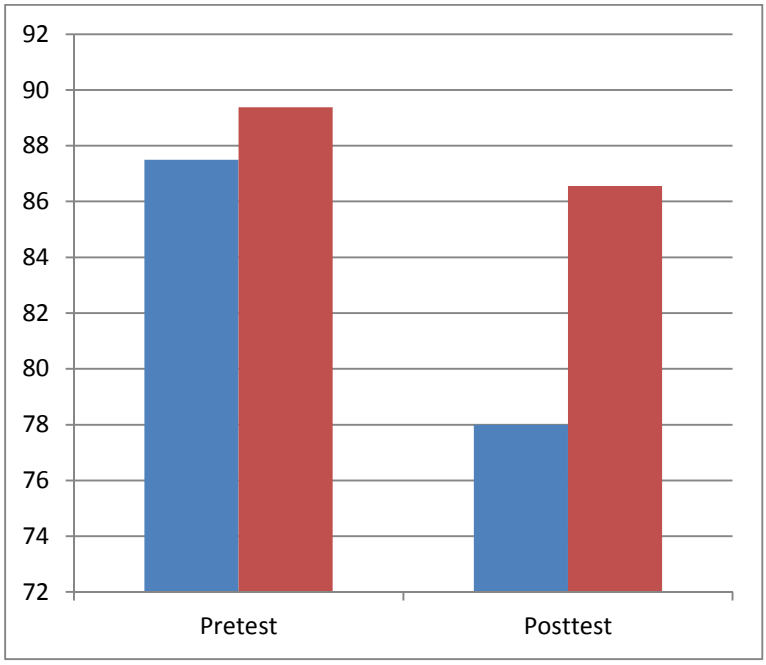

Figure 1. Bar Graphs of Digital Literacy Ability

b. Discussion

Based on the results of the analysis and processing of the data above, it can be seen that students in elementary schools are able to show positive things related to their understanding of digital literacy. This is evidenced by the average value of conceptual digital literacy skills that have shown high scores, namely 17. 75 and 15.6 respectively. If presented, the literacy ability score is 87.50% and 78%. Conceptual digital literacy is a manifestation of students' understanding of digital literacy. This ability is related to the cognitive domain (Vélez, et al., 2017). The form of conceptual digital literacy is the existence of a digital literacy mindset that creates a safe and conducive atmosphere for interacting using social media or the internet (Kemendikbud, 2017). So if someone has a high conceptual digital literacy value, you could say that the person has a wise and wise mindset in using the internet. In this study students in elementary schools have been included in the category of high enough in digital conceptual literacy skills and can represent that comprehensively they already have digital literacy skills.

The form of questions in the digital literacy questionnaire with conceptual indicators in this study was designed oriented towards students' understanding of digital literacy. So that after being given an understanding by the speaker / tutor, students have the same understanding of digital literacy, namely building the ability in students to use information and communication technology as well as possible.

The high value of conceptual digital literacy ability is inseparable from the role of the Sharing Session strategy. The Sharing Session strategy is able to equip conceptual digital literacy skills for participants. Speakers who are technology experts that researchers took from graduates of the Pontianak State Polytechnic informatics were able to provide an understanding of participants about how to use the internet wisely. This is in line with the Ministry of Education and Culture (2017) which states that the Sharing Session strategy is one strategy that can be done so students have digital literacy skills, especially conceptual digital literacy.

In line with conceptual digital literacy skills, procedural digital literacy skills in students in elementary schools also show positive things, even higher when compared to conceptual digital literacy skills. Based on the results of data analysis and data processing shows that the value of students' procedural digital literacy abilities is 14.3. this value is included in the high value category, it can be seen if it is made in the form of percentages which are 89.38% and 86.56% respectively. Procedural digital literacy skills include technical abilities or psychomotor domains (Vélez, et al., 2017). This ability is more about how to operate all digital features such as how to block someone in social media, how to report someone in social media, and other ways related to operating objects and digital features. So that it can be seen that students are able to operate all features and digital objects wisely and wisely.

The form of questions on this procedural digital literacy ability questionnaire contains technical ways to take preventive measures so that the practice of using digital features can be done well and is beneficial for students. So seeing the data obtained shows that students' digital literacy abilities are in the high category.

The high value of procedural digital literacy skills is inseparable from the Sharing Session strategy which is able to provide training in the way of operating the internet well. The speaker gives examples of how to conduct technical actions as a preventive effort when looking at negative content. Students' interest in operating the internet becomes a major supporter of the smooth sharing session strategy. So it is true that the Ministry of Education and Culture (2017) offers a Sharing Session strategy as an effort to develop digital literacy skills.

5. Conclusion

Based on the results of data acquisition and the results of data analysis, it can be concluded that the Sharing Session strategy is able to build digital literacy skills for students in elementary schools. This is evidenced by the scores of digital literacy skills that are categorized quite high, namely 87.50% for conceptual digital literacy skills, and 89.38% for procedural digital literacy skills.

The author recommends the Sharing Session strategy to be implemented in Every Primary School to build digital literacy skills. Digital literacy ability is an important capital to understand the use of information and communication technology wisely and wisely in the midst of the rise of Hoak information that can threaten the unity of the Nation and State.

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